

# Learning Resources Sustainability Working Group Workshop 2 Summary

---

Facilitated by Dr Matt Morris and Helen Tulett of the UC Sustainability Office

February 10<sup>th</sup>, 1 – 5:00pm (1-2 = lunch)

Aim: To develop a vision statement for LR Sustainability, to create an initial project timeline for 2011, and to develop project plans for three initiatives.

## 1. Introductions;

Sue McKnight, Karl Ashton, Dan Hawke, Mark Andrews, David Buckley, Reuben Hunt, Felicity Watson, Isabelle Milward, Caroline Anderson, Sarah Fallow, Jonathon Stewart, Simon White, Matt Morris and Helen Tulett.

Apologies from Wayne Riggall and Tony Sellin.

## 2. Matt recapped from the previous meeting, drawing attention to the following:

- The aim had been to develop an initial understanding of what sustainability means within Learning Resources and begin identifying key work areas that need to be undertaken during 2011.
- Key ideas for the group had been about gaining buy-in, doing more education and awareness raising, and the idea of sustainability as being about balance.
- That within LR, it was felt:
  - People know the people within Learning Resources but not necessarily the roles.
  - Learning Resources is 'the bits that aren't elsewhere'. It is a Dept of 'none of the above'.
  - Reuben and Mark connect with the PVC.
  - Some people struggled to find their own role in the organizational structure, which seemed to demonstrate an internal communications issue.
  - There was a feeling that the linkages across the whole Learning Resources are quite weak.
  - People have complex relationships that span multiple groupings within Learning Resources.
  - The group present was not representative of Learning Resources as a whole.
- The exercise around what does a sustainable LR mean, what would it look like and how would we know when we got there identified many possibilities (summarised in previous meeting notes). There was a strong emphasis in this section on the need for leadership and strategy on sustainability within LR, and a focus on valuing and supporting staff.
- The responses to the question 'what changes would you like to see' generally focused on systems changes that would 'automate' sustainability, such as putting timers on lights, implementing a robust asset management system and thinking more about how staff are grouped in the new Learning Resources space in the James Hight building. There was an

aspiration for 'carbon neutrality' and a lower energy base-load, but the answers to many of these issues was, in tandem with better systems, more staff/student training and education (as identified in exercise 3, 'What is sustainability?').

- Prioritizing of the main work areas for Learning Resources were then discussed as a group, these were: Asset management, Resources, Staffing/relationships/ value of people, Life cycle costing, Base load reduction projects, Work environments, Buy in, Policy/strategy

3. Actions from the previous meeting

**Mark and Tony** to work on metering/data collection

*Hasn't happened yet, but Tony can initiate when ready*

**Reuben** to ask Management about getting a shower installed in the ICTS building.

*Got a costing, but ICTS building likely to disappear soon so no further action*

**Matt** to send web link for signing up to the sustainability newsletter to whole Learning Resources group + the staff Diary.

*Actioned*

Focus groups – building services?

*Sue noted that the Campus Master Planning process would involve focus groups on these issues*

4. What has happened since November 2011 in LR Sustainability?

Positions had been filled, so more settling in of staff

Still not sure of who does which role: *HR organizational chart with names on it is required.* **Sarah to follow this up.**

Sue's regular email updates are creating clearer connections

Comm strategy worked on by Sarah and Sue

Project planning framework – new criteria through LR – UC wide

There will be an SMT workshop on sustainability in March, co-sponsored by Sue and Paul Fleming.

Sue will deal with infrastructure and Paul with teaching and learning

Sustainability principles embedded in Master Plan

CEMARS (Certified Emissions Measurement and Reduction Scheme) process has begun

Education Library Christmas Tree (made of green journals stacked up)

Recycling of books withdrawn from library attempted (with Trees for Canterbury – but too soon for them)

Sustainability Advocate Position has been advertised

Summer sustainability scholarship students, interns and casuals – 7 over summer with research output on sustainability issues at UC

Eco Office Guide ready to be released March 2011

Rideshare scheme tweaked

Sustainability Map of UC to be released 24 Feb

Waste project for UC underway through Sustainability Office

Sustainability Symposium (Feb 28 Coppertop, 1-3.30pm)

New Community Garden at Dovedale campus

Halls and student bokashi composting – manager prepared to pay a student to manage this for 2011. Bokashi uses 'effective microorganisms' to ferment organic waste – and can handle meat, dairy and citrus, which other systems can struggle with.

Summary: feelings more positive about internal LR connectivity, CEMARS a huge advance, many sustainability projects happening within LR

5. Envisioning: The purpose of this section was to create a collaborative and clear vision that builds on values created in the November workshop which will inform project plans for 2011.

- 5.1 The Why Exercise: Helen explained that this exercise is done in pairs. Each person takes a turn asking the other why they are there and then asking why they gave that response, and repeat this until a core value is arrived at.

Participants wrote on the board the final answers their partners had given them. They were:

Attract students and staff

Save life

Information, Education, Embracing,

Enables life

Computing lifecycle management

I hate waste

Role model

Mother

Survival

Sustainable world

Ability of the business to sustain itself

Influence policy

Divine life force

It was noted from this that there were two main strands: emotional and business-related

- 5.2 The pairs reformed to use these words and ideas to quickly form a one sentence vision statement. The sentences were:

An informed community where our staff and students embrace a life and work style that enables the university to prosper in a sustainable way and influence others.

To influence people to think about saving resources.

Ensuring our survival in a sustainable world by reducing waste, influencing policy and embracing life.

Leading the way in a sustainable lifestyle for our city and community.

Working towards ensuring we are a sustainable part of the student and staff community – leading and collaborating with UC and the rest of the world.

People prepared to make a difference: leadership for a sustainable future – efficient, effective and sustainable.

Learning Resources Sustainability recognizes the importance of the environment in sustaining life, the interconnectedness of all living things and provides both physical and emotional nourishment within the business model of an educational institution.

5.3 The following sections of these sentences were highlighted:

An informed community where our staff and students embrace a life and work style that enables the university to prosper in a sustainable way and influence others.

... a sustainable world by reducing waste, influencing policy and embracing life.

People prepared to make a difference...

5.4 An attempt to bring these together resulted in the following options:

A. 'People prepared to make a difference to influence others to create a sustainable community at UC'

B. 'People prepared to make a difference by influencing our staff and students to embrace a life and work style that enables the University to prosper in a sustainable way.'

C. 'People prepared to make a difference, by creating an informed community that reduces waste, influences policy, and embraces life.'

D. 'People prepared to make a difference to embrace a life and work style that enables the University to prosper in a sustainable way.'

These sentences were all very close to being final statements, and it was agreed that they be further worked on in a different setting.

6. The group retired to the Okeover Community Garden for afternoon tea. Matt explained to the group the history of the garden, and how it was an excellent example of collaboration by many different groups that made it possible. It is now a flagship sustainability project for UC.

7. Film section: Water Whisperers Tangaroa

A section of the film was screened showing how the mussel farmers and dairy farmers in Golden Bay had collaborated on a project to reduce the impact of cow effluent on water quality. The process involved: clearly identifying a problem that required resolution, a collaborative approach that involved all stakeholders, expert advice on how to resolve the issues identified, external funding to support initiatives, the development of a realistic timeline and implementing the biggest win projects first. It resulted in a win-win for both major parties, and has built a much stronger community, which had existed in silos for years prior to the water quality projects.

8. LRS Timeline

Building on projects identified in the previous workshop and ideas that had come from this workshop (including initiatives re: lights - switch off campaign, motion sensors, timers – and HR inductions for new LR members), an initial timeline was created.

## 2011 LRS Initiatives

Feb            Mar            Apr            May            Jun            Jul            Aug

---

PD&R sustainability principles before end March  
(Reuben)

Crown Storage boxes solution  
For libraries (Caroline)

50,000 hours work savings (Sue)

Asset management  
(service management tool to tender soon)

Waste  
behaviour  
change –  
labeling

### 9. Collaboration café

Aim: Helen explained the aim of the exercise: to develop project briefs on three initiatives identified above and gain feedback from all participants on each on.

The three project sponsors identified for this activity sat at three tables, and were each joined by a small number of participants. The groups rotated three times so that everyone attended each sponsor's table. They were asked to identify a name for their project, the aim of the project, and the next step to be taken.

The full project briefs are as follows:

**NAME: Let's Get UC More Efficient**

AIM: Eliminate 25,000 hours of inefficient, duplicated, irrelevant work

NEXT ACTION: Take ideas to LR Directorate

Collect suggestions of tasks to STOP! /Do Differently?/ AUTOMATE

Use student community for ideas on 'how to' projects.

Capture data on savings: how to log info? Who is responsible?

- Anonymous suggestions box as one mechanism
- Discussion forum: open and honest

Increasing awareness of need to make savings, and why.

How to manage the cultural resistance – e.g. fear of loss of job. Make them feel comfortable to make suggestions

How to get people to identify saving areas: e.g. use PD&R as a means of identifying areas for savings

5x databases for managing people: IdMS phase... !\*#! LR also to identify duplication of effort elsewhere in UC

Project Scoring Criteria – includes more productivity. (Links back to collecting suggestions of tasks to do differently)

Information management is poor. (Links back to collecting suggestions of tasks to do differently)

**NAME: 'Crown Library Storage Boxes Issue'**

AIM: Get rid of the boxes quickly, efficiently, cost-effectively and sustainably.

NEXT ACTION: Caroline to ask Barbara or Joan to check: can they be returned to Crown?

1. Check if boxes can be returned to Crown - \$ cost? Refund? Future discount? Find out how many do we have?
2. Storage: capacity? Future use? Cost to store (space)? Deterioration?
3. Give away? To whom? Students/staff? Warehouse? Schools, playcentres?

Are there any rules around this? (ask Joan Simpson)

How? Online advert? Eg Facebook (which one, eg. 'new to UC?') What are the resources needed to manage, store this?

4. Recycle? Cost? Resource – space, where? Transport?
5. When? Orientation Week? Boxes are currently at different stages in the 'box life cycle'
6. Advertise: eg Freecycle website (they collect for nothing – people, individuals. Make a short timeline

Eg. Sustainability Newsletter, or UC Diary

Trial it?

7. Could we use the above as a framework for future such projects?
8. Is there already such a framework? If so, where?

**Name of Project – Adding a new Behaviour to the HR listing. “Being Sustainable”**

Aim – to change the behaviour process. To encourage sustainable behaviour / culture.

Next actions –

1. To speak to Paul O’Flaherty
2. If he agrees we proceed, write the behaviours
3. Ensure there are specifics
4. Examples would be to focus on 2-3 actions for the current year within the context of LR
  - Eg. identify efficiencies
  - Turn off devices, eg. lights that are not being used
  - Act on one or more of eco-office recommendations.
5. At same time, educate staff
6. Offer training
7. Include in PD&R’s
8. Measure over year, feeding back at one or more intervals.
9. Final review at year end.

10 Next Steps

Sue was happy to receive a report to take to LR directorate

Next meeting date: sometime after March 29. Agenda for this meeting will be project reporting back (from the above three projects) and identifying/developing further projects for the timeline.

11 Meeting closed at 5pm.